Higher National Unit specification

General information

Unit title: Interactive Media Composition (SCQF level 8)

Unit code: HF53 35

Superclass:	CE
Publication date:	July 2016
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit is designed to develop the learners' knowledge and skills in the key principles of composition for various forms of interactive digital media. The learners will have the opportunity to research and analyse key theories of composition used in different forms of interactive digital media and then apply this knowledge and understanding to the design process of interactive media.

This Unit would be suitable for learners wishing to develop advanced competence in the creative and aesthetic elements of interactive digital media including the use and application of design principles, composition, colour, typography, digital images and effects.

Outcomes

On successful completion of the Unit the learner will be able to:

1 Analyse the key theories used in the composition of interactive digital media products.
2 Apply the key theories of composition for interactive digital media to a given project brief.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, it may be beneficial if the learner had some basic knowledge of graphic/digital media design software. The successful completion of F1VV 34 *User Interface Design* would be a good foundation for learners undertaking this Unit.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website **(http://www.sqa.org.uk/sqa/46233.2769.html)**.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse the key theories used in the composition of interactive digital media products.

Knowledge and/or Skills

♦ Devices, screens, platforms
♦ Methods of interaction
♦ Visual — hierarchy, consistency, balance, emphasis, white space and unity
♦ Composition — layouts, centre of interest and ratios
♦ Colour theory
♦ Typography
♦ Digital images and effects

Outcome 2

Apply the key theories of composition for interactive digital media to a given project brief.

Knowledge and/or Skills

♦ Devices, screens, platforms
♦ Methods of interaction
♦ Visual — hierarchy, consistency, balance, emphasis, white space and unity
♦ Composition — layouts, center of interest and ratios
♦ Colour theory
♦ Typography
♦ Digital images and effects

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes.

The evidence for this Unit may be written or oral or a combination of these. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia.

The Evidence Requirements for this Unit will take two forms:

1   Evidence of cognitive competence (Knowledge and Understanding) for Outcome 1.
2   Evidence of practical competence (practical abilities) for Outcome 2.

For Outcome 1 candidates will need to provide evidence to demonstrate that they will be able to carry out research and document the analysis of at least three interactive digital media products.

Each analysis should include identification and research of the key theories of interactive media composition.

All knowledge and skills must be covered **at least once between the three analyses**.

For Outcome 2 candidates will need to provide evidence to demonstrate that they will be able to apply the key theories of composition when designing an interactive digital media solution to a given project brief, including:

♦   Production of a research document showing inspiration sources and the development of ideas to cover all the Knowledge and Skills.
♦   production of a completed composition solution for an interactive digital media product to cover all the Knowledge and Skills.

Both are open-book assessments and evidence may be produced over an extended period of time. Evidence may be wholly or partly produced under controlled conditions. When evidence is produced in uncontrolled or loosely controlled conditions it must be authenticated. The *Guidelines on Approaches to Assessment* (see the Support Notes section of this specification) *provides* further advice on methods of authentication.

The *Guidelines on Approaches to Assessment* (see the Support Notes section of this specification) provides specific examples of instruments of assessment.

Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The purpose of this Unit is to provide the learners with the knowledge of how to develop composition solutions for an interactive digital media product. Although this is not a technical Unit, computer competences should be integrated into the process.

This Unit intends to help learners, through a process of identification and research, to develop and apply interactive digital media composition theory to a given brief. By thorough analysis of existing applications, learners will form a greater understanding of design principles, composition, colour, typography, digital images and effects and their characteristics, which can be applied to a practical brief.

Outcome 1

Learners will identify and research the composition for three interactive digital media products. The results should then be annotated into an illustrated assignment of no less than 1,000 words, or a 5–10 minute presentation.

The identification and research should consider design issues, the impact that different devices, platforms and browsers have in design considerations, methods of interaction used, quantity of information presented, grouping and prioritising of information, highlighting techniques, standardisation of composition, presentation of text, use of typography, use of digital images and special effects like animations and transititions, use of colour for highlighting, prioritising and drawing attention; screen metaphors, visual consistency, visual hierarchy, visual balance, emphasis and unity.

Learners should be encouraged to examine a range of different types of interactive digital media products, for example websites, apps and games to ensure that all of the knowledge and skills are covered.

It may be prudent for class tutors to direct learners towards particular areas of interactive digital media depending on their specialism and on the brief given in Outcome 2.

Higher National Unit Support Notes (cont)

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Outcome 2

How learners approach this will depend on their particular specialism and the given brief. It is suggested that that their research and investigation should point towards specific areas of interest in relation to the brief. Examples could be a website, game, mobile app or animation.

Learners will produce a composition solution for an interactive digital media product to the given brief using the knowledge gained during the research for Outcome 1. Learners should be encouraged to make full use of a range of composition theories and techniques and to combine these in creative ways.

The brief given could be one that is also being used in another practical Unit being delivered at the same time, for example a, Mobile Web App or a Game Development Unit. This holistic approach is beneficial in that it gives the learner additional time to develop particular skills and in doing so gives the opportunity for the learner to produce a higher quality end product.

The following topics are a focus of the two Outcomes:

Recommended *typography* topics to be covered are:

- Terminology including serif, sans serif, character set, decorative and body text
- Recognition of and appropriate font use including formal and informal fonts, serious/ casual and fonts that are designed specifically for screen purpose.
- Adding contrast to fonts by size, weight, form, direction, and colour
- Using fonts consistently
- Leading, kerning, tracking and alignment

Recommended *digital images and special effects* topics to be covered are:

- Photographs
- Use of vector and bitmap graphics
- Quality
- Size
- Composition
- Scaling
- Relevance
- Alternative graphics using code
- Animation
- Transitions
- Transparency
- Filters

Higher National Unit Support Notes (cont)

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Recommended *colour* topics to be covered are:

Colour terms including hue, saturation or brightness, tint, tone, shade:

♦ Colour models including RGB, CYMK, HSB
♦ Colour schemes including monochromatic, analogous, complementary, triadic, alternate complimentary, tetradic
♦ Colour psychology, including symbolic uses of colour, colour association, cultural and emotive colour meanings
♦ Colour contrast, colour consistency, colour behaviour
♦ Colour perception, including how humans interpret and identify colour and make judgments
♦ Using colour consistently

Recommended *composition*/*layout* topics to be covered are:

♦ Visual consistency
♦ Visual hierarchy
♦ Visual balance and proportion
♦ White Space
♦ Emphasis
♦ Unity
♦ Ratios of each composition element
♦ Center of Interest

Recommended *design element* topics to be covered are:

♦ Lines
♦ Shapes
♦ Texture
♦ Movement

Recommended *Interactive methods* to be covered are:

♦ Menus
♦ Text Links
♦ Text Buttons
♦ Graphical Buttons
♦ Animations
♦ Control Panels
♦ Touch Screen
♦ Keyboard
♦ Mouse
♦ Game Controllers

Higher National Unit Support Notes (cont)

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Recommended *Devices/Platforms* to be covered are:

♦   Phones
♦   Tablets
♦   Laptops
♦   Desktops
♦   Games Consoles
♦   Kiosk/Windows
♦   TV
♦   Any other current device

Guidance on approaches to delivery of this Unit

It is recommended that this Unit is taught and assessed within the subject area of the Group Award to which it contributes.

Opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

Learners may require a lot of support with this Unit. In the early stages they will require support in understanding interactive digital media composition and class tutors should be prepared to direct learners towards examples of interactive digital media that demonstrate the extent of the possibilities available to learners. In the latter stages learners may require practical design and technical support in order to manage the integration of composition elements and assembly of the interactive media project.

Learners should be encouraged to meet the class tutor at regular intervals in order that support may be given and to ensure the validity of the learner's work. Learners should be encouraged to give equal consideration to the creative and technical aspects of interactive digital media composition.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to candidates.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

For Outcome 1 candidates should research and analyse three different interactive digital products. These can be agreed with the course tutor. It would be beneficial for the candidate to research various forms of interactive digital media, eg Web, Games, Mobile Apps, etc. The candidate could be required to produce an illustrated assignment of no less than 1,000 words or a 5–10 presentation based on research of the key theories of composition used in three interactive digital products.

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Outcome 2 is a practical assessment that requires the candidate to design and produce a composition for an interactive digital media product from a given brief.

The brief should be based on an area of study that the candidate is undertaking for example a website, game, mobile app or animation. The candidate should demonstrate that they have developed the ability to understand theoretical ideas within their chosen area of interactive digital media. This can be evidenced through informal observation, formative assessment and summative project work.

This Outcome could be assessed individually; however there is an opportunity for integration of this Outcome with a project brief from another Unit that the candidate is undertaking. If used in this manner, an assessment matrix should be devised.

Both assessments should be completed on an individual basis under open-book supervised conditions.

Assessors should ensure themselves of the authenticity of the candidate's evidence.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of Critical Thinking at SCQF level 6 and information and Communication Technology (ICT) at SCQF level 6.

Although *Communication* skills are not formally assessed learners will be expected to analyse, produce and present written or oral materials to standards acceptable in industry, and to express essential ideas, information accurately and coherently. They should be encouraged to consider the most appropriate approach and to ensure that what they decide to communicate has been considered, is accurate and is designed for impact and effectiveness. Presentations should have the facility to demonstrate that they:

♦ collate, organise and structure information effectively.
♦ signpost key points.
♦ select and produce support materials for impact.
♦ be supported where appropriate by non-verbal communication techniques.
♦ include a facility to respond to questions in a way that progresses communication.

History of changes to Unit

Version	Description of change	Date

General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will help you develop an understanding of the principles of composition for interactive digital media and their application in the design process. It will introduce creative and aesthetic elements of interactive digital media including the use and application of design principles, composition, colour, typography, digital images and effects. You will be taught to analyse existing applications and from your research to develop ideas to use in your own compositions.

There will be two assessments. Both assessments will take place in open-book conditions under supervised and unsupervised conditions.

Assessment 1 requires you to analyse — in terms of composition — three existing interactive digital media products. You will have to identify composition elements used and produce either an annotated document or a short presentation on your findings.

Assessment 2 requires you to produce a completed interactive digital media solution that demonstrates the key theories that you have learnt. You will be given a brief and from the brief produce a research document showing where you got your inspiration from and the development of ideas before producing the finished design.

The achievement of this Unit gives automatic certification of Critical Thinking at SCQF level 6. There are also further opportunities to develop the Core Skill of *Information and Communication Technology* (ICT) at SCQF level 6.