

## Year 10 iMedia

All work should be attempted in your One Note notebook:

[onenote:https://okehampton.sharepoint.com/sites/10clt19/SiteAssets/10clt1%20Notebook](https://okehampton.sharepoint.com/sites/10clt19/SiteAssets/10clt1%20Notebook)

However, just in case you are unable to access your notebook, the notes (and questions to answer) are also shown on the next few pages

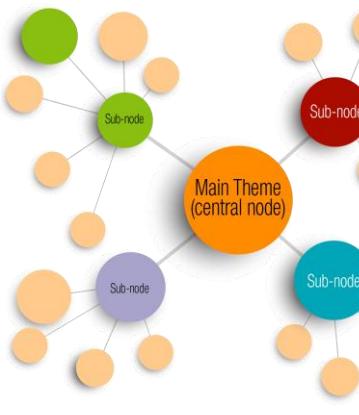
1. Mind Maps (Topic 2 lesson: Mind Maps)
2. Visualisation diagrams (Topic 3 lesson: Visualisation diagrams)
3. RO87 Where are interactive multimedia products used and their purpose (RO87 Lesson 2)
4. RO87 Key design elements of interactive multimedia products (RO87 Lesson 3)

## Mind Maps (Topic 2 lesson: Mind Maps)

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### Mind map diagrams

- Mind maps help to generate ideas around a theme
  - The main theme is placed in a central **node**
  - Components from the theme are then placed in **sub-nodes** which are connected by branches
  - Text is usually used in nodes, but images may also be used
- What is the purpose of a mind map?



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### The purpose of mind maps

Answers

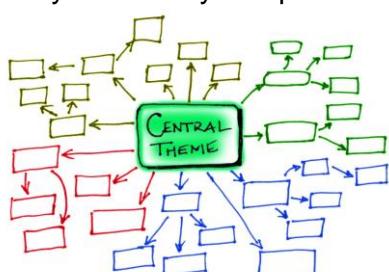
- The purpose of mind maps is to:
  - Help with thinking up ideas
  - To record ideas for a whole project
  - To show links between different parts and processes of a project
  - To explore further, break down and develop each of the initial ideas

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### Creating a mind map

- Start with the central node for the theme project
  - Create the key components of the theme as sub nodes
  - Now make sub-nodes for each of these components
- The mind map can be made by hand or by computer
  - Mind maps should give a clear structure to the ideas
  - When producing by hand, make sure it is well laid out and easy to read the text



## When to use mind maps

- Mind maps are very good at helping to generate ideas around different components of a theme
  - They show ideas within each component
- One single aspect may be broken down with a mind map
  - For example, consider the target audience or the content of a final product



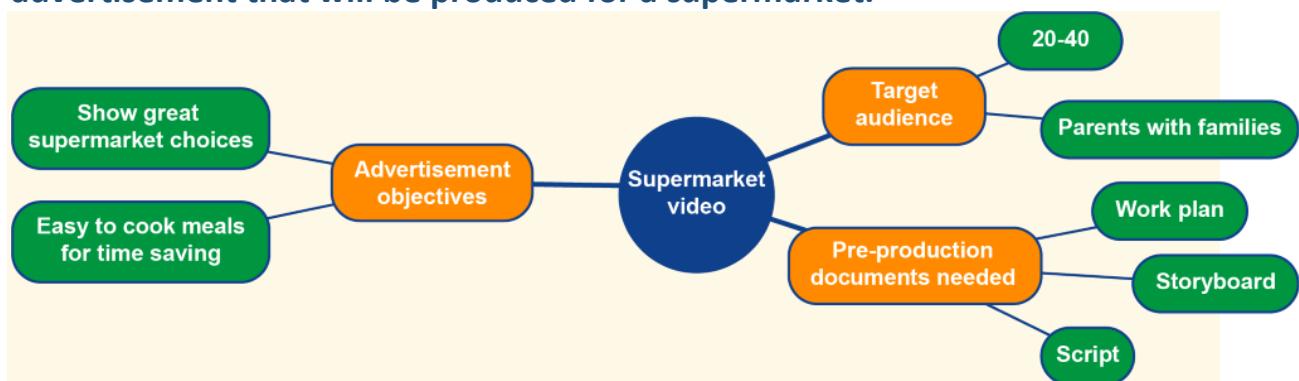
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## Reviewing a mind map

- The client requirements of a brief will need to be taken into consideration
  - If you are given a scenario, be careful that your mind map matches it
- Has the mind map been structured correctly?
  - Have nodes been grouped together logically?
  - Are there a suitable number of nodes?
  - Have they been linked together with branches?
  - Is there one central node?

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The diagram below shows a mind map for the pre-production of a video advertisement that will be produced for a supermarket.



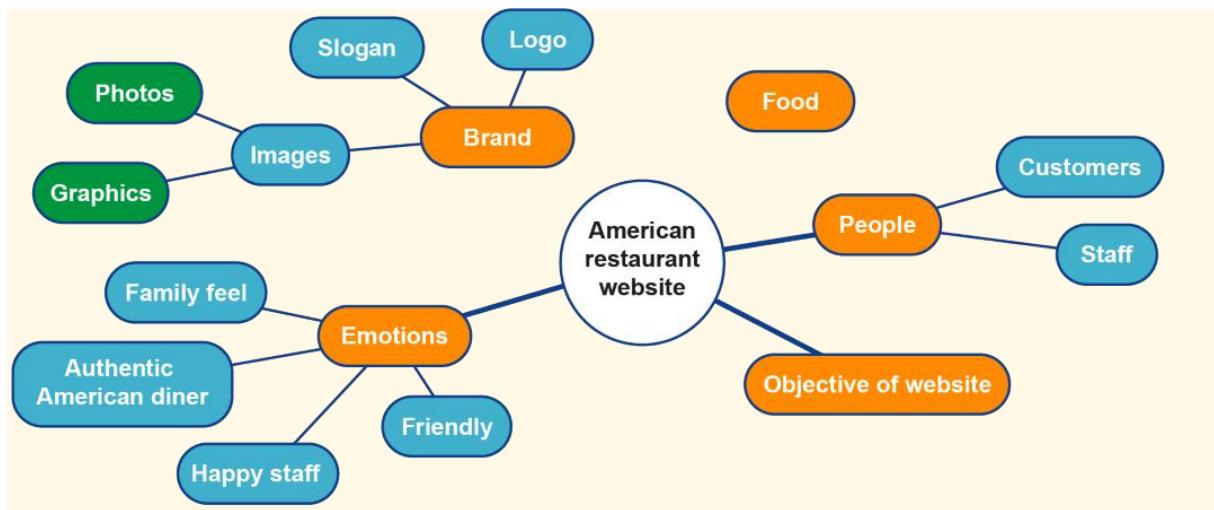
**(a) Label the diagram to show the following features:**

- Central node / main theme
- A sub node
- A branch

**(b) What is the purpose of a mind map?**

## Task 2

Hot Rod's is an American restaurant selling foods such as burgers and steaks. They are designing their website and the owners of Hot Rod's have had some thoughts before they go to the design agency. They have produced the following mind map of ideas.



**(a) What are at least three ways it could be improved?**

## Visualisation diagrams (Topic 3 lesson: Visualisation diagrams)

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# Visualisation diagrams

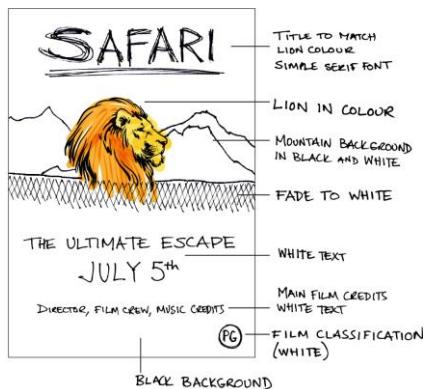
- A visualisation diagram shows how a final product will look
  - A good visualisation diagram could be given to a graphic designer and have enough information for them to make the final product
- Visualisation diagrams help to:
  - Show the layout of a final product
  - Show the colour scheme and font choices / typography
  - Allow a client or others in a design team to see how the final product will look before it is created



Visualisation diagrams  
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# Example visualisation diagram

- The visualisation diagram is for a poster for a film called 'safari'
  - What elements have been included in the sketch?
  - What other elements could be included in a magazine front cover?



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# Visualisation diagram elements

- In the example the following were used:
  - Images / photos / graphics
  - Layout and positioning of elements
  - Annotation about colours to be used
  - Information about typography (All caps, font size)
  - Film rating (PG)
- Other elements that may be in a magazine cover:
  - Logo
  - Other elements such as price, barcode and publication date
  - Other typography features such as font style



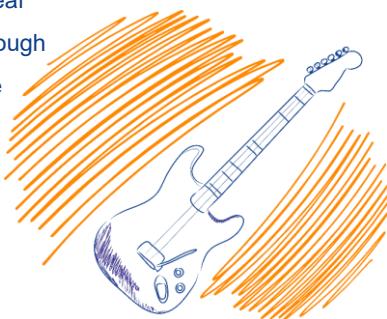
## Uses of visualisation diagrams

- Visualisation diagrams are used for:
  - Brochures or leaflets
  - Magazines or book covers
  - Posters
  - DVD/Blu-ray covers
  - Comic pages
  - Web pages
  - Games instruction screens, characters or environments
  - Print adverts
  - T-shirts



## Sketching images

- When sketching images, remember the following:
  - Sketches don't need to be perfect but they need to indicate how the final product will appear
  - A box saying 'photo' is not enough
  - Backgrounds don't need to be fully filled in – a set of lines can quickly indicate a background colour
  - Annotation can be used to indicate colour and features of any images



## Types of visualisation diagram

- Visualisation diagrams can be produced as:
  - Hand-drawn diagrams (or assets cut-out and stuck on a page)
  - Digital diagrams
- What software could be used to make a digital diagram?



## Software for digital diagrams

- Software for making digital visualisation diagrams
  - Word
  - PowerPoint
  - Desktop publishing software (Publisher / InDesign)
  - Graphics editing software (Photoshop)



## Digital visualisation diagrams

- Digital visualisation diagrams may use images a client already owns or stock photography before licences are purchased
  - Watermarks may be on images at this stage
  - Whilst the same software may be used to make both the digital visualisation diagram and final product, the visualisation diagram will be far faster to produce
  - The example on the right is for a new rollercoaster called Haunted forest



## Diagram users

- A visualisation diagram:
  - will be used by the graphic designers or the creative team who produce the final product
  - will be seen by the client who approves the idea



## Task 1

The table below shows a number of items that could be added to a visualisation diagram. Tick all the statements that would be expected on a typical diagram.

Elements and features that could be included on a visualisation diagram	Is this typically included on a visualisation diagram?
A sketch of a photo that will be included	
Types of physical material that can offer inspiration and ideas	
Annotation about what a list of text will contain	
Final high-resolution photos	
Other features such as a film classification, price or ISBN number	
Custom-made artwork for the final product	
Annotation about the type of font to be used	
Layout and positioning of elements	

## Task 2

Xtreme Studio is a local gym that has a swimming pool, weights and daily classes in activities such as martial arts and yoga.

The gym has commissioned an A4 poster to encourage people to come to their free open day on the 18<sup>th</sup> April.

The designer on the project has made a visualisation diagram for the poster.

Fig. 1 shows the visualisation diagram created by the designer.



**Fig. 1**

- (a) Explain who the audience is for the visualisation diagram. [2]
- (b) Explain one way in which the visualisation diagram can be improved to make it more useful to its audience. [3]

## RO87 Where are interactive multimedia products used and their purpose (RO87 Lesson 2)

### WHAT IS MULTIMEDIA?

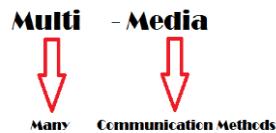
The combination of several media such as:

- Text
- Sound
- Images
- Video

All in one product.

<https://www.youtube.com/watch?v=yku5GXPwa6Y> (start 55 seconds in)

<https://www.youtube.com/watch?v=xS4go60EJl>



### WHAT IS INTERACTIVE MULTIMEDIA?

Where the **human user** interacts with a computer, which then causes the computer to perform an action.

1. The human user interacts with the computer
2. The computer displays the data associated with the input
3. For example, if you were to check the departure time of your train, you would select the appropriate option. If you selected a different train, the data for that train would be the only one displayed.



### WHERE ARE DIFFERENT INTERACTIVE MULTIMEDIA PRODUCTS USED AND FOR WHAT PURPOSE?

- Websites
- Information kiosks
- Mobile phone applications
- E-learning products



## WEBSITES

- Allows the user to interact with the content of the website
- The website user is a participant rather than an observer
- Websites contain video, animation, text, images, sound and options to interact with these

<https://econsultancy.com/nine-examples-of-interactive-web-content/>



## INFORMATION KIOSKS

- A kiosk (a computer with public access) that gives information about a certain topic or subject
- Popular method of delivering automated information/ services to the public
- You have probably used self-service and information kiosks more than you think!

<https://www.slideshare.net/mohanaprasadv/information-kiosk-81230487>  
[https://www.slideshare.net/mohanaprasadv/hotel-kiosk-software-81188064?next\\_slideshow=1](https://www.slideshare.net/mohanaprasadv/hotel-kiosk-software-81188064?next_slideshow=1)



## MOBILE PHONE APPLICATIONS

- These use interactive multimedia with a digital mixture of computerised elements such as moving graphics, digital text and sound.
- Apps e.g. games combine exciting moving images with digital environments and complementary backing tracks to provide a captivating interactive experience.



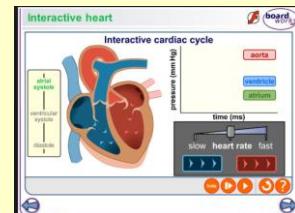
<http://www.spinningclock.com/services/interactive-media/what-is-interactive-media>

# E-LEARNING PRODUCTS

- Interactive multimedia plays a key role in e-learning
  - It is accessible, personalised and multi-sensory
  - Uses different multimedia mediums such as graphics, audios, videos, games, and animations
  - It can enhance the learning process and improve the performance of the students

<https://slideplayer.com/slide/7920797/>

<https://www.360training.com/authoring-program/author-blog/benefits-of-multimedia-in-elearning>



# TODAY'S TASK – INVESTIGATE INTERACTIVE MULTIMEDIA PRODUCTS

Complete  
the first  
section  
today

Creative iMedia Level 1/2 Lesson Element			
Unit R087 – Creating interactive multimedia products			
Activity 1- Uses and elements of interactive multimedia products			
Creating interactive multimedia products			
<ul style="list-style-type: none"> <li>• Assess that different interactive multimedia products have different purposes</li> <li>• Realise that different interactive multimedia products have different target audiences.</li> </ul>			
name of product	Product 1	Product 2	Product 3
audience			
platform			
viewed on			
delivery			
method			
purposes			
target audience			
house style			
interface			
layout			
navigation methods			
media used			
accessibility			
costs			



**Creative Media** Level 1/2  
Lesson Element

For each media type identify the following:

- platform** – what platform have you used to view this product? Is it a computer, tablet or smartphone?
- delivery method** – is it on the internet, CD or DVD? Did you use WiFi, broadband or 3G to view this product?
- purpose** – is the product trying to educate, sell, entertain or inform the user?
- target audience** – who is the product aimed at? Is it a child or a group? Is it people in general or a specific demographic?
- content** – describe the house app for the interactive multimedia product (e.g. colours, forms, shapes)
- describe the user interface** (how is the product set up or organised)? Are the pages set up like a book or a magazine? Are they all the same size or are they different sizes?
- describe the layout of the product** – the number of pages/screens and how they fit together?
- describe the navigation methods** – how does the user move through the product?
- Identify the different media types** (e.g. images, text, video, sound) and explain how they relate to the product.
- Explain how any accessibility elements** that may be included such as colour options, language options, font size options, zoomed in text on images.
- Explain how the product has been designed** to give the information that will help make the interaction [multimedia product meet its purpose and appeal to the target audience].

You can either complete this on the class notebook or use the download from classcharts and EMAIL it to me.

## WHAT ARE THE KEY ELEMENTS TO CONSIDER WHEN DESIGNING THEM?

- House style
- Colour scheme
- User Interface or GUI (graphical user interface)
- Layout
- Navigation methods
- Media used
- Accessibility

## HOUSE STYLE

- A house style refers to the fact that some Interactive Digital Products have uniform design decisions made.
- For example, they might use the same font throughout or the company logo may be in the same place on every screen of the product
- Having a house style improves consistency and can sometimes make designing the product quicker.

## COLOUR SCHEME

- Colour choices can make a big difference to a final product. Colour can be used to build a brand, convey a message or feeling or used to enhance layout.
- Developers need to consider which colours work well together and avoid colours that clash.
- Using colours that complement one another can enhance the design of an Interactive Multimedia Product.

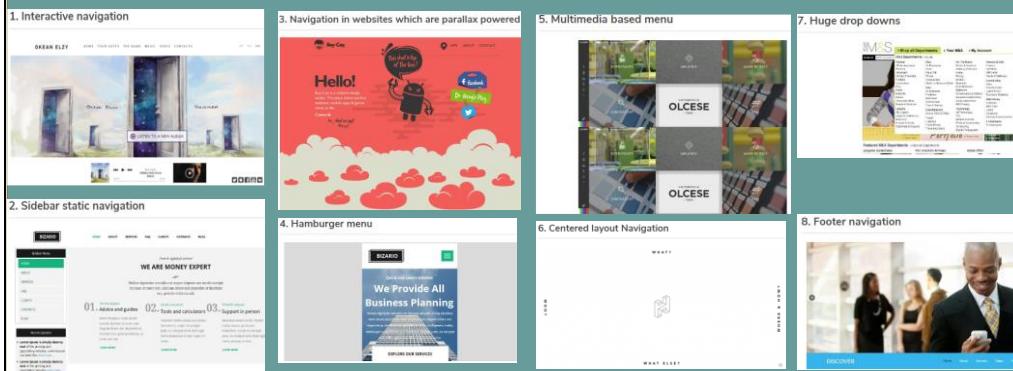
## GRAPHICAL USER INTERFACE (GUI)

- A Graphical User Interface (GUI) is the name given to the screens which are used to help users interact with the multimedia product.
- GUIs allow users to select different options, making products easier to use



## Navigation Methods

how does the user move through the product?



Source: <https://blog.templatetoaster.com/types-modern-navigation-menus/>



## LAYOUT

- The way the Interactive Multimedia Product is laid out is an important consideration.
- Developers want the layout to be neat and to make navigation and use of the product easy
- Consideration about where menus, images and text are located on each screen is important.
- Users often expect certain elements of a product to be in a specific place; the home button is rarely (if ever) located in the centre of the screen, for example.

# ACCESSIBILITY

- If a product is accessible, it means that users can actually use it. Interactive Multimedia Products should not be difficult for their intended audience to use.
  - Developers must also consider the fact that users will have a range of needs.
  - People who have poor eye sight, for example, may need options built into the product to ensure they can use it with ease (such as options to enlarge text).

6

# TODAYS TASK – INVESTIGATE DESIGN KEY DESIGN ELEMENTS

## **Task for the last two lessons:**

## **TASK: Choose four interactive multimedia products and review them**

You should try and look at products on at least two different types of device (platforms). The key words below should help you to fill in the table.

- Summarise the findings from different interactive multimedia products

For each you need to **identify** the following:

- **platform** – what platform have you used to view this product on? Is it a computer, tablet or smartphone?
  - **delivery method** – is it on the internet, CD or DVD? Did you use Wi-Fi, broadband or 3G to view it?
  - **purpose** – is the product trying to educate, sell, entertain or inform the user?
  - **target audience** – who is the product aimed at? Is it a set age group? Is it people in general or a specific group?

- **describe** the house style for the interactive multimedia product (e.g. colours, fonts,)
- **describe** the user interface (how is the product set up on screen? Are the pages set up the same? Do you think a template is used?)
- **describe** the layout of the product – the number of pages/screens and how they fit together
- **describe** the navigation methods used – how does the user move through the product?
- **identify** the different media used (e.g. images, text, video, sound) and **explain** their use related to the purpose of the interactive multimedia product
- **describe** any accessibility elements that are included such as colour options, language options, font size options, rollover text on images
- **analyse** - in this section, **explain** how the information that you have found helps the interactive multimedia product meet its purpose and appeal to the target audience.

	<b>Product 1</b>	<b>Product 2</b>	<b>Product 3</b>	<b>Product 4</b>
<b>Name of product reviewed</b>				
<b>Platform viewed on</b>				
<b>Delivery method</b>				
<b>Purpose</b>				
<b>Target audience</b>				
<b>house style</b>				

<b>user interface</b>				
<b>layout</b>				
<b>navigation methods</b>				
<b>media used</b>				
<b>accessibility</b>				

**Possible products to review:**

<http://heritageinteractive.co.uk/portfolio>

<http://www.mnh.si.edu/panoramas/>

[http://www.britishmuseum.org/explore/online\\_tours.aspx](http://www.britishmuseum.org/explore/online_tours.aspx)

<http://www.virtualfreesites.com/museums.museums.html>

[http://www.thedropzone.org/index\\_back.html](http://www.thedropzone.org/index_back.html)

[http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee\\_web\\_site\\_action\\_key=action.display.home&language\\_id=1](http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_web_site_action_key=action.display.home&language_id=1)

<https://www.google.com/culturalinstitute/project/world-wonders>

<http://www.nasa.gov/externalflash/50th/main.html>

<http://www.sciencemuseum.org.uk/WhoAmI/Thingdom.aspx>

<http://www.miamichildrensmuseum.org/index.php/exhibits/>

[http://www.britishmuseum.org/explore/young\\_explorers/childrens\\_online\\_tours.aspx](http://www.britishmuseum.org/explore/young_explorers/childrens_online_tours.aspx)

<http://www.npg.si.edu/exhibit/webonly.html>

<http://www.bostonchildrensmuseum.org/museum-virtual-tour>

[http://www.smithsonianeducation.org/students/idealabs/walking\\_on\\_the\\_moon.html](http://www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html)