



OUR INTERACTIVE MULTIMEDIA PRODUCTS PRACTICE LESSONS - MAPPED TO THE CREATIVE IMEDIA SPECIFICATION CONTENT FOR R087

We include the teaching of Interactive Multimedia Products within the [NCCE Cybersecurity unit](#) in Year 9. We will also deliver R087 with Creative iMedia students, so we have put together a brief outline of how we believe our resources and pedagogy meet the OCR specification. Any suggestions we have given are used during the practice phase only and not once the assessment period has started.

This unit predominately focuses on the delivery using Microsoft PowerPoint, however as IMPs can be created using web authoring software, we also would teach RocketCake as well to give them the choice. We use our [RocketCake Teaching Pack](#) to do this. We have also taught R082 prior to this unit, so students have skills in Photopea and/or Adobe Photoshop CC. We use our [Photopea](#) and [Adobe Photoshop CC](#) bundles to do this in R082. Lessons will include references to both websites and IMPs made in Microsoft PowerPoint when appropriate.

All our lessons in this unit include:

- An editable lesson plan
- An editable presentation with Bloom's taxonomy questioning in the plenary
- Student activities

We have include fictitious scenarios throughout to help students practice. However, to enable the practice to be completed in a shorter amount of time, elements of the practice have been reduced and scaffolded. These could be extended if you have more time!

R087 INTRODUCTION		
AIM	OUR LESSONS	OVERVIEW & NOTES
This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector.	Research lessons	The unit gives students a flavour of what could be created in the industry using software available in most schools.
They will learn where and why interactive multimedia is used and what features are needed for a given purpose.	Research 1 - Introduction	Students analyse an existing IMP and conduct research to grasp features they include.
It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.	Planning 1 – The Brief	R081 content is tweaked so it is relevant to R087 outcomes.
On completion of this unit, learners will understand the purpose and properties of interactive multimedia products,	Research lessons Creation lessons	Students should have a greater understanding of a wide range of IMPs.
On completion of this unit, learners will be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.	Planning lessons Review 1 - Evaluation	Students should be able to plan, make and review an IMP created in Microsoft PowerPoint by the end of the unit.



OUR INTERACTIVE MULTIMEDIA PRODUCTS PRACTICE LESSONS - MAPPED TO THE CREATIVE IMEDIA SPECIFICATION CONTENT FOR ROB7

LEARNING OUTCOME 1: UNDERSTAND THE USES AND PROPERTIES OF INTERACTIVE MULTIMEDIA PRODUCTS		
LEARNERS MUST BE TAUGHT	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none">where different interactive multimedia products are used and their purpose, i.e.:<ul style="list-style-type: none">websitesinformation kiosksmobile phone applicationse-learning products	Research 1 - Introduction	Students complete an analysis of a fictitious IMP made in Microsoft PowerPoint (Cybersecurity) then research the different types. They also are exposed to the Gym 24/7 IMP in the Creation phase.
<ul style="list-style-type: none">key elements to consider when designing interactive multimedia products, i.e.:<ul style="list-style-type: none">colour schemehouse stylelayoutGUI (graphical user interface)accessibility	Research 1 - Introduction	These areas are explored as part of the analysis mentioned above.
<ul style="list-style-type: none">the required hardware, software and peripherals to create and view interactive multimedia products	Research 2 - Technical	For software, emphasis is placed on the creation and viewing using Microsoft PowerPoint but other relevant software is included.
<ul style="list-style-type: none">the type of limitations caused by connections, bandwidth and data transfer when accessing interactive multimedia products	Research 2 - Technical	The general theory is related to IMPs and covers both websites and Microsoft PowerPoint presentations.
<ul style="list-style-type: none">file formats supported by different platforms (e.g. computer, smartphone).	Research 2 - Technical	The lesson includes teaching of file formats relevant to IMPs (including if made using web authoring software)



OUR INTERACTIVE MULTIMEDIA PRODUCTS PRACTICE LESSONS - MAPPED TO THE CREATIVE MEDIA SPECIFICATION CONTENT FOR R087

LEARNING OUTCOME 2: BE ABLE TO PLAN INTERACTIVE MULTIMEDIA PRODUCTS		
LEARNERS MUST BE TAUGHT HOW TO	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none"> interpret client requirements for interactive multimedia products (e.g. for informative, educational, testing or entertainment purposes) based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) 	Planning 1 – The Brief	A fictitious scenario is used which students can then go on to practice with in the Creation 4 – Practice Task lesson.
<ul style="list-style-type: none"> understand target audience requirements for interactive multimedia products 	Planning 1 – The Brief Creation 4 – Practice Task	A fictitious scenario is used which students can then go on to practice with in the Creation 4 lesson.
<ul style="list-style-type: none"> produce a work plan for an original interactive multimedia product, to include: <ul style="list-style-type: none"> tasks activities workflow timescales resources milestones contingencies 	Planning 2 – Design & Resources	R081 content is tweaked so it is relevant to R087 outcomes.
<ul style="list-style-type: none"> plan the structure and features of an interactive multimedia product (e.g. non-linear navigation, screen size, interaction, rollovers) 	Planning 2 – Design & Resources	We also revise R081 content in this lesson: mind maps and mood boards
<ul style="list-style-type: none"> produce a series of visualisation diagrams to include: <ul style="list-style-type: none"> screen design (e.g. colour scheme, text, layout) navigation features (e.g. GUI, menus, buttons, links) assets (e.g. images, graphics, sound, video, animation) 	Planning 2 – Design & Resources	R081 content is tweaked so it is relevant to R087 outcomes.
<ul style="list-style-type: none"> identify the assets and resources needed to create an interactive multimedia product 	Planning 2 – Design & Resources Planning 3 – Assets	Resources to consider are included. Also, students explore the type of assets that can be used and how to create an assets table. These are in different lessons.
<ul style="list-style-type: none"> create and maintain a test plan to test an interactive multimedia product during production. 	Planning 4 - Testing	Students explore what they could test and how to create and use a testing plan.
LEARNERS MUST BE TAUGHT	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none"> how legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to assets (e.g. sound, video) to be used when creating interactive multimedia products, whether sourced or created. 	Planning 3 – Assets	R081 content is tweaked so it is relevant to R087 outcomes. This is also revised in the Creation Lesson 2



OUR INTERACTIVE MULTIMEDIA PRODUCTS PRACTICE LESSONS - MAPPED TO THE CREATIVE MEDIA SPECIFICATION CONTENT FOR R082

LEARNING OUTCOME 3: BE ABLE TO CREATE INTERACTIVE MULTIMEDIA PRODUCTS		
LEARNERS MUST BE TAUGHT HOW TO	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none"> source assets to be used in an interactive multimedia product (e.g. graphics, sound, video, animation, navigation buttons/icons) 	Planning 3 – Assets	Students source assets for the brief given in the Planning 1 – The Brief lesson.
<ul style="list-style-type: none"> create and re-purpose assets 	Creation 3 – Getting It Right	Students source assets for the brief given in the Planning 1 – The Brief lesson. We assume students have some photo editing skills for the unit, but a few tips are given in the student activity.
<ul style="list-style-type: none"> store assets to be used in an interactive multimedia product 	Creation 3 – Getting It Right	Students are encouraged to be organised and have to practise the skill as well!
<ul style="list-style-type: none"> create an interactive multimedia product structure 	Creation 1 – IMP Skills Creation 3 – Getting It Right	This is covered in the Creation 1 – IMP Skills and Creation 2 – 24/7 Gym lessons but is reinforced in Creation 3 – Getting It Right in the lesson presentation.
<ul style="list-style-type: none"> set up interaction and playback controls (e.g. navigation, rollovers, triggers, behaviours (e.g. pop-up messages)) 	Creation 1 – IMP Skills	Students practice these skills using various templates to save time.
<ul style="list-style-type: none"> save an interactive multimedia product in a format appropriate to the software being used 	Creation 1 – IMP Skills	Students practice this skill using a template to save time.
<ul style="list-style-type: none"> export the interactive multimedia product in a file format appropriate to client requirements. 	Creation 1 – IMP Skills Creation 3 – Getting It Right	Students practice this skill using a template to save time in Creation 1 – IMP Skills and revise this as part of Creation 1 – IMP Skills
LEARNERS MUST BE TAUGHT	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none"> how to use version control when creating interactive multimedia products 	Creation 2 – 24/7 Gym Creation 3 – Getting It Right	We assume version control has been taught previously in R082 but it is covered in the Creation 2 – 24/7 Gym to check and then again in Creation 3 – Getting It Right .

LEARNING OUTCOME 4: BE ABLE TO REVIEW INTERACTIVE MULTIMEDIA PRODUCTS		
LEARNERS MUST BE TAUGHT HOW TO	OUR LESSONS	OVERVIEW & NOTES
<ul style="list-style-type: none"> review an interactive multimedia product against a specific brief 	Review 1 - Evaluation	We assume these skills have been taught for R082 but revise for an IMP.
<ul style="list-style-type: none"> identify areas for improvement and further development of an interactive multimedia product 	Review 1 - Evaluation	We assume these skills have been taught for R082 but revise for an IMP.