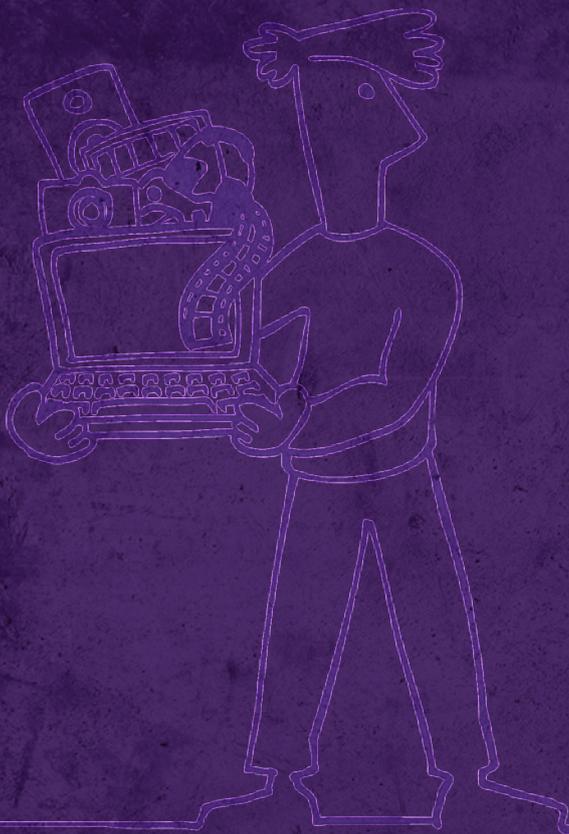




Accredited



Creative iMedia

Level 1/2

UNIT R081 - Pre-Production Skills

DELIVERY GUIDE

VERSION 1 APRIL 2013



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To give us feedback on, or ideas about the OCR resources you have used, email resourcesfeedback@ocr.org.uk

OCR Resources: *the small print*

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

KEY



English



Maths

UNIT R081 - PRE-PRODUCTION SKILLS

Guided learning hours : 30

PURPOSE OF THE UNIT

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.

Learning Outcome - The learner will:

1 Understand the purpose and content of pre-production

2 Be able to plan pre-production

3 Be able to produce pre-production documents

4 Be able to review pre-production documents

LEARNING OUTCOME 1 - UNDERSTAND THE PURPOSE AND CONTENT OF PRE-PRODUCTION

Suggested content	Suggested Activities	Suggested timings	Links to other units
1 Mood boards - Purpose, uses and content	Learners could look at case studies using examples of mood boards. These could be obtained and/or produced by the teacher. The mood boards would be on a range of different themes and projects. For example, a Google image search on 'mood board examples' will find a wide range of samples. By adding a specific theme such as 'science fiction' or 'fashion' then more specific examples can be found. Care should be taken to ensure that image results are suitable for the learners' ages since horror can also feature in some results as a secondary theme or genre.	45 minutes	All
2 Mind maps/spider diagrams - Purpose, uses and content	Learners could look at case studies using examples of mind maps/spider diagrams. These could be obtained and/or produced by the teacher. The mind maps would be on a range of different themes and projects. For example, a Google image search on 'mind map examples' will find a wide range of samples. Different themes may be used such as 'health' or 'career'.	45 minutes	All
3 Visualisation diagrams - Purpose, uses and content	Learners could look at case studies using examples of visualisation diagrams. These could be obtained and/or produced by the teacher. A suggestion here is to show where visualisation diagrams can be used such as concept artwork for a poster, CD/DVD cover, character, game environment or a page layout for a website. All of these would be relevant examples in relation to the units available for the Cambridge Nationals in Creative i-Media.	45 minutes	All
4 Storyboards - Purpose, uses and content	Learners could look at case studies using examples of storyboards. These could be obtained and/or produced by the teacher. The storyboards could be on a range of different themes and projects. For example, these may be used for any media product that has a timeline such as film, video clips, animations etc. A Google image search on 'storyboard examples' or 'film storyboard examples' will find a wide range of suitable material and resources. The examples used should clearly show a range of content eg different camera angles, shots and timings where applicable. Learners could complete the lesson element ' <i>Shot Types uses in Storyboarding</i> '.	45 minutes 30-50 minutes	All
5 Scripts - Purpose, uses and content	Learners could look at case studies using examples of scripts. These could be obtained and/or produced by the teacher. The scripts would be on a range of different themes and projects. For example, a Google web search or image search on 'movie script' or 'drama script' will find a wide range of resources.	45 minutes	All

LEARNING OUTCOME 2 - BE ABLE TO PLAN PRE-PRODUCTION

Suggested content	Suggested Activities	Suggested timings	Links to other units
1 Client requirements 	Teachers could demonstrate different ways in which clients could specify what they want. Examples should include a client brief or commission that identifies what is required and for what purpose. The client requirements could be supported by other materials such as a script. An alternative approach would be to verbally explain the requirements for a sample project brief and allow the learners to take notes.	45 minutes	All
2 Target audiences	Learners could explore this concept by conducting a web search on 'target audience' or 'target audience demographics'. Teachers could explain the concept by discussing who the intended audience is for either marketing or advertising purposes. Examples of current advertisements from the Internet, television or magazines could be used as resources.	1 hour 30 minutes	All
3 Research 	Teachers could explain the difference between primary and secondary sources. Following this foundation, learners could conduct their own primary research using a questionnaire that has been developed on a specific theme. This could be supported by secondary research from the Internet, books, magazines and/or any other third party.	2 hours	
4 Work plans and production schedules 	Teachers could demonstrate different types of work plan using web search results. For example, an image search for 'work plan' will find examples of both text based and graphical styles. These could be produced in Project, Spreadsheet or Word processing software applications. Both text based and graphical examples should be included eg a table of activities to be completed and a Gantt chart of a media project. Learners could complete the lesson element ' <i>Work Plans and Production Schedules</i> '.	2 hours	All
5 Hardware, techniques and software used to digitise or create pre-production documents	Learners could experiment with available hardware and software applications to digitise and create original work. This could be achieved with a computer system and/or a portable tablet style device where work is digitised using the inbuilt camera. Documents and artwork may be scanned and files may be stored in different file formats. The creation of pdf documents should be covered in addition to exporting digital files in a range of generic formats.	3 hours	
6 Health and safety considerations	Teachers could introduce the concept of safe working practices through the use of templates for risk assessments and site recces. Risk assessments may be used for classroom environments or external locations. A site recce may be used for locations outside of the school boundaries eg local park or shopping centre. Teachers could obtain templates for these activities by conducting a web search for 'risk assessment template', 'recce template' or 'location recce template'. Teachers could cover safe working practices using resources available from Health & Safety Executive website or other [internal] sources.	2 hours	

Suggested content	Suggested Activities	Suggested timings	Links to other units
7 Legislation	Teachers could cover this requirement by identifying key aspects of copyright, trademarks and intellectual property using data sheets from the UK Intellectual Property Office www.ipo.gov.uk . A key point is to apply this basic knowledge to creative media work that is being produced. For example, learners could find out that any photographs they take themselves become their own copyrighted material. Teachers could facilitate a task to find out the difference between copyright free and royalty free. Teachers are also advised to explain how some organisations are very protective of their intellectual property such as Disney, even where the work is being used in an educational context.	45 minutes	All

LEARNING OUTCOME 3 - BE ABLE TO PRODUCE PRE-PRODUCTION DOCUMENTS

Suggested content	Suggested Activities	Suggested timings	Links to other units
1 Creating a mood board	<p>Teachers could explain and demonstrate the options available for creating mood boards within the school. This could include both tactile examples (ie by collecting pictures and placing them on a large sheet of paper or card) together with digital versions (eg by taking screen captures from the internet and combining these in application software that supports images). Examples of software may include word processing, desktop publishing, presentation and image editing.</p> <p>Learners could complete the lesson element '<i>Creating a Mood Board</i>'.</p>	2 hours	All
2 Creating a mind map/spider diagram	<p>Teachers could explain and demonstrate the options available for creating mind maps/spider diagrams within the school. This could include both tactile examples (ie by hand drawing thoughts and ideas on a large sheet of paper) together with digital versions (eg using internet based software applications, word processing, desktop publishing, presentation and/or image editing software). A web search using 'mind map software' will find a number of free download and commercial software applications.</p>	2 hours	All
3 Creating a visualisation diagram	<p>Teachers could explain and demonstrate the options available for creating visualisation diagrams within the school. This could include both tactile examples (ie by combining pictures, hand drawn images and text onto a sheet of paper) together with digital versions (eg combining images and text) in application software that supports images. Examples of software may include word processing, desktop publishing, presentation and image editing.</p> <p>Learners could complete the lesson element '<i>Visualisation Diagram Activity</i>'.</p>	2 hours 30 minutes	All
4 Creating a storyboard	<p>Teachers could explain and demonstrate the options available for creating storyboards within the school. This could be based on the use of a template with pre defined panels for each scene that has space for descriptive text. Learners could practice using hand drawn content for each scene in addition to using images and/or graphics as needed. The quality of the artwork and drawing is not a concern when creating a storyboard - it is the flow and illustration of a story that is more important. Examples of software that could be used includes word processing, desktop publishing and image editing (any of which may utilise a basic template as a starting point).</p> <p>Learners could complete the lesson element '<i>Storyboarding Activity</i>'.</p>	2 hours 45 minutes	All

Suggested content	Suggested Activities	Suggested timings	Links to other units
5 Analysing a script	<p>Teachers could obtain a selected number of scripts and use these to explain the content, structure and key terms. Learners will be able to look at a script and extract key information such as the stage/set, number of scenes, the action that will occur, any dialogue between actors/ characters etc. The use of a drama script will be easier to relate to than a movie script from a well know film. The aim is to begin to develop learners' skills in script breakdown, extracting relevant information for their own area of work eg set design, lighting, camera operator, sound recorder, actor support etc).</p> <p>Learners could complete the lesson element '<i>The Content of Scripts</i>'.</p>	<p>2 hours</p> <p>1 hour</p>	
6 Properties and limitations of file formats for still images, audio and moving images	Learners could investigate the properties and limitations of a range of file formats using research on the internet. Searches could be completed on both 'file types' and 'file formats' to cover these adequately. By adding 'images', 'video' or 'audio' a more relevant series of results will be obtained for each file type.	2 hours	All
7 Naming conventions and version control	Teachers could explain these concepts using their own examples. For instance, naming conventions should include the use of relevant words and phrases that describe the content of the digital media file. The renaming of a photograph from a digital camera would be a good starting point eg 'DSCN1056.jpg' being renamed to 'school_entrance.jpg'. Teachers could explain the use of version control in the context of development for a website for example. The first draft of the site being stored in a folder 'draft_v_0.1' with subsequent versions v_0.2, v_0.3 etc. This concept could also be applied to any media product development that may have several versions such as interactive media, digital graphics, character or game design. The use of naming conventions and version control could apply equally to both file names and folders.	45 mins	All

LEARNING OUTCOME 4 - BE ABLE TO REVIEW PRE-PRODUCTION DOCUMENTS

Suggested content	Suggested Activities	Suggested timings	Links to other units
1 Reviewing pre-production documents 	Teachers could demonstrate how a review should identify positives and negatives relating to the finished product, rather than the creation process. This could be achieved using examples of the teachers own final products eg photographs, digital graphics or websites. Inviting the learners to comment on the work can be a good way to introduce this topic since it is often easier to critically comment on somebody else's work (such as that of the teacher). Learners could use a template that asks key questions about the product together with areas that could be improved.	1 hour 30 minutes	All

Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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