

Cambridge **TECHNICALS LEVEL 3**

# ***DIGITAL MEDIA***

Cambridge  
**TECHNICALS**  
**2016**

Unit 17

Visual and special effects

F/507/6403

Guided learning hours: 60

Version 2 September 2016

## LEVEL 3

### UNIT 17: Visual and special effects

**F/507/6403**

**Guided learning hours:** 60

**Essential resources required for this unit:** Visual and special effects capability within the centre

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Visual and special effects are becoming more prevalent in TV and film and are being used to enhance story and plot.

By completing this unit you will understand visual and special effect techniques and their application and use in film and TV in both the production process and in digital post-production. You will develop ideas and produce pre-production material for a sequence containing three different visual effects and one special effect that is safe to use. You'll produce the footage to contain the effects and edit the final sequence.



## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Understand how effects are used in the production of audio-visual media</p>	<p>1.1 visual effects techniques, i.e.</p> <ul style="list-style-type: none"> <li>• digital compositing</li> <li>• blue screen/green screen</li> <li>• Chromakey</li> <li>• computer generated imagery (CGI)</li> <li>• mattes</li> <li>• morphing</li> <li>• rotoscoping</li> <li>• 3D graphics</li> </ul> <p>1.2 to identify special effects techniques, i.e.</p> <ul style="list-style-type: none"> <li>• mechanised props (e.g. robotic arms, animatronics)</li> <li>• stunt props (e.g. sugar glass, balsa wood props)</li> <li>• scale models (e.g. buildings, spacecrafts)</li> <li>• makeup (e.g. prosthetics)</li> <li>• pyrotechnics (e.g. fire, fireworks, explosions)</li> <li>• products where these techniques are applied such as films, TV programming, music promos, adverts, TV idents, animation, internet advertising, and the companies that make them</li> </ul> <p>1.3 examples where visual and special effects may be seen, e.g.</p> <ul style="list-style-type: none"> <li>• films</li> <li>• TV</li> <li>• programming</li> <li>• music promos</li> <li>• adverts</li> <li>• TV idents</li> <li>• animation</li> <li>• internet advertising</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to plan audio-visual content with multiple effects for an identified purpose</p>	<p>2.1 to plan with consideration for visual and special effects, i.e.</p> <ul style="list-style-type: none"> <li>• sequence could be, for example, a TV ad, a film trailer, an opening sequence of a film or TV programme, a sequence in a film or TV programme, TV ident</li> <li>• title medium, running time, synopsis, target audience, planned <ul style="list-style-type: none"> <li>○ visual effects - which could be Chromakey, flying sequences, invisibility, preset explosion</li> <li>○ special effects – mechanical props, stunt props, scale models, make up</li> </ul> </li> <li>• written interpretation of narrative (e.g. using an industry standard format), including: <ul style="list-style-type: none"> <li>○ visual effects (e.g. Chromakey, flying sequences, invisibility, pre-set explosions)</li> <li>○ special effects (e.g. mechanical props, stunt props, scale models, make up)</li> </ul> </li> <li>• an industry standard series of panels or rough sketches that outline the sequence of the scenes and the action, including sound and visual effects</li> <li>• mood boards, summary of ideas, spider diagrams</li> <li>• conduct recces of suitable indoor interior (e.g. studio) or exterior locations for filming and production work</li> <li>• budget considerations (e.g. funding, resource expenses, professional rates)</li> <li>• current audience trend considerations</li> </ul> <p>2.2 to evaluate the feasibility of the visual and special effects with reference to, i.e.</p> <ul style="list-style-type: none"> <li>• risk assessment for the (e.g. material planned to be used for a special effect, production of and use of the special effect)</li> <li>• identifying potential hazards/risks and find resolutions</li> <li>• permission to film, permission to use effects on location, legislation covering use of materials (e.g. Control of Substances Hazardous to Health Regulations)</li> <li>• working within the scope of the risk assessment and health and safety guidelines</li> </ul> <p>2.3 to evaluate the viability of special effects, i.e.</p> <ul style="list-style-type: none"> <li>• health and safety implications</li> <li>• risks</li> <li>• skills required</li> <li>• resources available</li> <li>• cost</li> <li>• feasibility</li> <li>• aesthetics</li> <li>• fitness for purpose</li> <li>• footage required</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to produce and review planned audio-visual content</p>	<p>3.1 to carry out the creation of planned content with the use of, i.e.</p> <ul style="list-style-type: none"> <li>• camera, tripods, dollies, lighting, sound equipment</li> <li>• use of the pre-production material storyboard with reference to production process</li> <li>• working within the scope of risk assessment and health and safety guidelines, including visual effects footage (e.g. blue/green screen, foreground shots, background shots for blue/green screen sequence)</li> <li>• direction to cast and crew to realise the visualisation of the special effects.</li> </ul>
<p>4. Be able to edit, export and review the production</p>	<p>4.1 to use editing techniques, e.g.</p> <ul style="list-style-type: none"> <li>• record and identify time code and description of all shots, select appropriate footage from the log</li> <li>• produce an off line edit by placing selected shots into the sequence in order</li> <li>• make final edits to the sequence in an appropriate software package</li> <li>• application of final transitions (e.g. wipes, cross dissolve, fades, titles, credits, spinning graphics, rolling credits)</li> <li>• audio dib, checking audio levels applying wild tracks and corrections where necessary, apply final audio/sound effects (e.g. reverbs, thunder, shots) and apply sound to visuals</li> </ul> <p>4.2 to export the final edit, i.e.</p> <ul style="list-style-type: none"> <li>• export the final edit in an appropriate format (e.g. choose the correct size and format for distribution (H.264 and MP4 for high quality online distribution))</li> </ul> <p>4.3 to justify product, i.e.</p> <ul style="list-style-type: none"> <li>• assess strengths and weaknesses of the production (e.g. quality, following generic conventions for technical production codes) and justify this against the original production concept.</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand how effects are used in the production of audio-visual media	P1: Explain how special effects are used to generate audio-visual content		
	P2*: Explain how visual effects are used to enhance audio-visual content  <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>		
2. Be able to plan audio-visual content with multiple effects for an identified purpose	P3*: Create a production plan for audio-visual content using special effects  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M1: Discuss the issues and risks for the proposed multiple effects	D1: Evaluate the viability of the proposed use of the multiple effects
	P4: Incorporate visual effect ideas into the production plan		
3. Be able to produce and review planned audio-visual content	P5: Source special effects footage in line with production plan		
	P6: Review and edit sourced footage		
	P7: Apply planned visual effects to sourced footage		

LO	Pass	Merit	Distinction
4. Be able to edit, export and review the production	<p>P8*: Produce and edit footage in line with the production plan applying any final effects</p> <p>(*Synoptic assessment from Unit 3 Create a media product)</p>	<p>M2*: Export the final footage into the planned or final format</p> <p>(*Synoptic assessment from Unit 3 Create a media product)</p>	<p>D2: Justify the creation process against the original production concept plans</p>

## \*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

## ASSESSMENT GUIDANCE

### LO1 Understand how effects are used in the production of audio-visual media

- P1:** Learners are required to identify what special effect techniques are and how they are used within audio-visual productions as outlined in the teaching content. Evidence of understanding can be produced in the form of a case study or formal written report or a presentation including detailed speaker notes.
- P2:** Learners are required to identify what visual effect techniques are and how they are used within audio-visual productions as outlined in the teaching content. Evidence of understanding can be produced in the form of a case study or formal written report or a presentation including detailed speaker notes.

### LO2 Be able to plan audio-visual content with multiple effects for an identified purpose

- P3:** Learners must create a production plan for audio-visual content using special effects as outlined in the teaching content. This could be evidenced by a formal written report, mood boards, a summary of ideas, spider diagrams
- P4:** Learners must produce a production plan for audio-visual content using visual effects as outlined in the teaching content. This could be evidenced by a formal written report, including an industrial standard series of panels or rough sketches that include outlines of the sequences of the scenes and action, including visual and sound effects; this could be as an extension to P3.

- M1:** Learners must evidence the feasibility of the proposed special and visual effect taking into account the legal, moral, ethical and risk areas as outlined in the teaching content. The evidence could comprise a formal written report, a presentation including detailed speaker notes or a videoed presentation (talking head).
- D1:** Learners must carry out an evaluation of the viability of the special and visual effects, taking into consideration the areas outlined in the teaching content. This could include consideration of those areas explored in M1, as well as further considerations as outlined in the teaching content. This could be evidenced with a written report or presentation including detailed speaker notes.

### **LO3 Be able to produce and review planned audio-visual content**

- P5:** Learners must evidence the production process they went through to source their special effects footage. Evidence can be in the form of a written report including photographic evidence of the process they went through to gain their special effects footage, for example the application of prosthetics or using scale models, and the production process involved in gaining the footage.
- P6:** Learners must review and edit their source footage. They must be able to critically review what they have filmed – they may have filmed several versions or filmed from several angles; they could review the rushes from their filming. These rushes and footage can form the basis for evidence with a written explanation of the review they have carried out to further enhance their evidence.
- P7:** Learners must evidence the production process they went through to apply their visual effects to their sourced footage. Evidence can be in the form of a written report including photographic evidence and screen captures of the process they went through to apply their visual effects, for example the use of blue/green screen, and then editing the effect together.

### **LO4 Be able to edit, export and review the production**

- P8:** Learners must evidence the production and editing of footage containing special and visual effects into a single coherent product and the application of any necessary final effects. Evidence can comprise screen captures or screen recordings of the production and editing process, with explanations and reasons of the process that was carried out this can then form the basis for a formal report.
- M2:** Learners must export the final footage into the planned or final format and explain their reasons for choosing this format. This could be evidenced through a written report including screen captures or a screen recording of the process with a commentary.
- D2:** Learners must justify the creation process they have chosen against the original concept documentation and make suggestions for enhancements. This can be evidenced by continuing on the evidence presented in report format.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Moving Image and Audio Production specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could work in a visual and/or special effects studio to gain relevant skills and knowledge of the industry through a work-placement or work-experience.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could undertake small projects that may make up part of a larger visual and sound effect project and contribute to this process.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Centres could invite into centre, specialist effect creation specialists to discuss the planning, viability and risks assessments that have to be considered, to include/create the special effects.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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